



## ABBEY ACADEMIES ACCESSIBILITY PLAN 2021-2024

### Our Vision

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

**“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”**

**John Wesley**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This Accessibility Plan helps to ensure that Abbey Academies Trust (AAT) promotes individuality and has been developed in response to the Equality Act 2010.

Over the past two years schools ceased to operate conventionally due to COVID-19. From September 2021, when schools return to more ‘normal’ times, our accessibility plan reflects our COVID-19 risk assessment to keep our whole community safe as well as supporting mental health and wellbeing.

AAT aims to continually keep under review the accessibility of provision for all pupils, staff and visitors to the school. Our priorities are:

- To ensure that we are making reasonable adjustments to secure access in relation to the needs of our current cohorts and their families
- To ensure that any building improvements undertaken aim to respond to best-practice guidance on accessibility to ensure ongoing improvements to our general accessibility provision
- To ensure that specific needs of newly admitted pupils and their families are responded to; expert advice is sought and appropriate adjustments are made, to continue to be as inclusive as possible, within the resources available to us

The key aspects of accessibility that are kept continually under review are:

- Access to the Curriculum
- Access to the Physical Environment
- Access to information

#### UNICEF – Articles

Article 1: All children under 18 have rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 20: Children who are disabled have the right to care and support.

## AAT ACCESSIBILITY ACTION PLAN

**September 2021 – July 2022**

Target	Action Planned	Success Criteria And Key Milestones of progress	Key people involved	Resources/ Cost
<p><b>Equality and Inclusion</b></p> <p>Ensure that all policies consider the implications of disability access.</p> <p>To continue to ensure full access to the curriculum and extra-curricular activities for children with on-going health needs e.g. diabetes, epilepsy, hearing, visual or mobility issues. Support written work recording of work through alternative methods for children with identified needs in this area.</p> <p>Ensure that all staff are aware of and are able to use SEND resources appropriately.</p>	<p>Consider during review of policies.</p> <p>Annual review Managing Medicines in School policy in line with latest guidelines.</p> <p>Seek advice from outside agencies, both those with established relationships with school and those who may be new e.g. charities for specific conditions.</p> <p>Purchase additional IT aids and software.</p> <p>Sports planning using sports funding supports the ongoing mental health and wellbeing needs of all pupils. This also includes those pupils whose mental health may have been affected by COVID-19.</p> <p>Ensure that medical training and PPE equipment used specific to COVID-19 continues to be in place for individual</p>	<p><b><u>On an on-going basis</u></b></p> <p>Polices reflect current legislation.</p> <p>Policy is amended to include guidance on responses to asthma, support for children who may need support from hospital schools, supporting attendance.</p> <p>Contact charitable organisations and professional bodies who can offer advice on specific conditions.</p> <p>Children’s needs are identified on provision maps and money from SEN budget used effectively to purchase resources.</p> <p>Sports reports include purchasing of specialist equipment where necessary and PE activities are planned to promote the inclusion of pupils with physical and medical needs.</p> <p>Training from specialist nursing team/ Public Health has been received by mental health and wellbeing first aiders.</p> <p>Audit is carried out annually and includes all new teaching and TA staff.</p>	<p>SLT/SENCo</p> <p>SENCo</p> <p>SENCo, CPD co-ordinator, SLT</p> <p>SENCo, HoS</p> <p>PE Leader/SLT</p> <p>SENCo, SLT</p> <p>SENCo, HoS</p>	<p>SLT/SENCo time.</p> <p>SENCo time.</p> <p>SENCo, HoS/ PE Leader IT and PE resources purchased. Government sports funding</p> <p>Training time</p> <p>Time to carry out and collate audit.</p>

<p>Adequate plans are made to support transitions for pupils both to and from our setting. This will also continue to support those where COVID-19 may have had an impact on transition.</p>	<p>staff whose work with children increases their risk.</p> <p>Regular audit of SEND resources and list available to staff.</p> <p>Carry out staff training audit which identifies expertise, experience and previous training as well as future needs.</p> <p>Ensure that the training needs of staff are identified and training is planned. Use both in and out of house expertise.</p> <p>Provision of and access to training on specific programs and interventions – utilising external support/expertise where necessary.</p> <p>Plans reflect the needs of pupils who are due to start at the school.</p> <p>Individual transition plans are created where required to support the needs of individual pupils.</p> <p>Create individual transition plans where required to support the needs of individual pupils.</p> <p>For EYFS, ensure the children’s mental health and wellbeing needs are being met, especially in light of a different transition due to COVID-19.</p>	<p>Ensure that staff are adequately trained to meet the needs of the children they teach.</p> <p>Key staff are identified to receive training and where possible, this is cascaded to other members of staff.</p> <p>Appropriate, evidenced programs of intervention are in place for pupils where needed.</p> <p>Communication and relationships with SENCOs and staff at other settings is consolidated and continues to be strengthened to enable children to be identified at the earliest stage prior to application for a place or enrolment.</p> <p>Children transition smoothly and are happy. Where possible, physical changes are made prior to transitions.</p> <p>Key staff trained to be Mental Health and Wellbeing First Aiders. Timetable children who need support from September 2021.</p> <p>SLT and staff meetings planned for September to address ongoing/catch up learning and provision. (See Autumn term staff meeting rota.)</p>	<p>SENCO, HoS</p> <p>SENCO, EYFS and Y6 colleagues, admin staff, SLT, Mental Health and Wellbeing First Aiders</p>	<p>Training time.</p> <p>Training time. Resource purchase and renewal.</p> <p>Time for additional visits by staff and pupils.</p> <p>Modification of environment where necessary.</p> <p>COVID-19 risk assessment.</p>
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<p>Ensure a clear plan is in place for potential future school closures due to COVID-19.</p>	<p>Continue to work with colleagues in other settings to collect and share adequate information about transitioning pupils.</p> <p>For all children, ensure mental health and wellbeing needs are met, especially in light of COVID-19. This will include rebuilding friendships and addressing and responding to issues relating to Coronavirus.</p> <p>Respond rapidly and effectively to Government, DfE and Public Health England (PHE) guidance and directives.</p> <p>If school closes in 2021-22 due to Coronavirus, ensure support is in place for all pupils, especially SEND and vulnerable pupils.</p>		<p>SLT/SENDCo</p>	<p>SLT/SENDCo time.</p>
<p><b>Physical Environment</b></p> <p>Ensure the building remains fully accessible to all users.</p> <p>Follow COVID-19 ‘live’ risk assessment which takes into account the physical environment and Government safety guidelines and directives.</p>	<p>Liaise with H&amp;S governors to ensure that any recommendations made with regard to making the building more physically accessible are considered and implemented where possible. And where not, alternative solutions are found. This may include changes such as acoustics or making signage clearer.</p> <p>Ensure ‘live’ risk assessment for COVID-19 is a shared document and regularly updated and adapted where necessary.</p> <p>Ensure that staff who support children who may need to use moving and handling equipment have the necessary</p>	<p><b><u>On an on-going basis</u></b></p> <p>The building remains fully accessible to all users and adheres to COVID-19 safety measures in place.</p> <p>Plans take account of future needs wherever possible.</p> <p>Where possible, physical changes are made prior to transitions.</p> <p>Ensure signs around school reminding everyone to follow COVID-19 hygiene.</p> <p>Equipment is serviced regularly to ensure that it is ready to use at all times and identified staff are confident in the use of moving and handling equipment.</p>	<p>SLT, SENCo, H&amp;S trustees/governors, Executive Administrator/Office Manger</p> <p>SENCo, HoS, Office Team</p>	<p>Cost for adaptations and alterations – an unknown factor.</p> <p>Service and further costs if changes are required/Training time and training costs.</p>

	<p>training.</p> <p>Ensure staff/volunteer induction includes discussion about any of their access needs.</p> <p>Consult with all visitors to ensure their access needs are met in our settings</p> <p>Ensure all visitors follow COVID-19 arrangements in school.</p>	<p>Review Induction Policy September 2021</p> <p>Signs in reception areas asking for comments. Signs in reception areas reflect COVID-19 safety measures.</p>	<p>SENCo, HoS</p> <p>EHT, SLT, Executive Administrator</p> <p>Executive Administrator, Office Team</p>	
<p><b>Delivery of information</b> Ensure that the school continues to be fully accessible to disabled children, staff, parents/carers and other users of the building.</p>	<p>Ensure that gathering information about disability forms part of the admissions and recruitment processes and indications that there are additional needs are followed up by the HoS.</p> <p>A risk assessment is carried out when school is notified of any short-term medical need e.g. following an operation or accident.</p> <p>On-going involvement from SESS to support pupils with visual or auditory impairment.</p> <p>Ensure that written materials are adapted in a number of ways eg modification through font size and print format, and that modified materials are sought for children/adults with visual impairments where necessary.</p>	<p><b><u>On an on-going basis</u></b> School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable adjustments which need to be carried out either to the fabric of the building or daily routines.</p> <p>The building remains fully accessible to all users and adheres to COVID-19 safety measures in place.</p> <p>Key staff to attend training e.g. class teachers, TAs. Regular updates from SESS colleagues to review provision in place and to ensure that reasonable adjustments are being made effectively.</p> <p>Advice and support from SESS for specific children is sought and followed.</p> <p>Any training and work/support with outside providers may have to be online due to COVID-19.</p>	<p>SENCo/HoS/governors</p> <p>HoS</p> <p>All staff</p>	<p>Cost implications if changes to the physical environment are needed. Time to carry out risk assessments and to liaise with medical staff.</p> <p>Training time.</p> <p>Time to liaise with outside agencies. Possible resource modification time.</p>

<p>Ensure equality of access to information, both written and verbal.</p> <p>Make available school newsletters and other information for parents, in alternative formats when specifically requested, including Braille and or translated.</p>	<p>Identify children who would benefit from individual visual timetables.</p> <p>Staff to familiarise themselves with services available to convert documentation into other formats.</p> <p>School to secure the use of translators where required.</p> <p>Review all current school publications and promote the availability in different formats when specifically requested.</p>	<p>All school information available for all who request it. This will include any information related to COVID-19.</p>	<p>SLT, school office</p>	<p>Costs of conversion.</p>
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**Evaluation/Impact**  
**July 2022**

**Next steps**